Chapter 4:

Stopping Them in Their Tracks

Estimated training time:

60 minutes

Educational objectives:

This chapter will teach trainees to...

- Recognize the difference between clean and sanitary.
- Describe two methods of sanitizing equipment: the heat method and the chemical method.
- Identify the steps involved in properly sanitizing both portable and in-place equipment.
- Describe proper, sanitary personal practices for safe food service.

Presentation outline:

There are 18 teaching aids to use with this chapter. Three are case studies, one is a group activity, and the rest are visuals for use with an overhead projector or as handouts.

The teaching aids for Chapter 4 are listed on page 93.

• An Ounce of Prevention

Preventing foodborne illness is a straightforward process. It involves *recognizing* the common problem areas and *taking specific steps* to counter them.

In general, you can keep harmful bacteria and other organisms under control by:

- practicing good maintenance and good personal hygiene
- keeping potentially hazardous foods out of the "temperature danger zone" and
- taking precautions against cross-contamination

• Equipment Sanitation: More than Meets the Eye



To keep equipment free of harmful levels of bacteria or other contaminants, it's necessary to clean and sanitize all surfaces that will come into contact with food. This is especially urgent after any possible contamination. *Be sure to...*

- Remove any visible food and soil from pans, utensils, cookware, and other food-contact surfaces, then properly sanitize them.
- Sanitize tables, stoves, sinks, peelers, choppers, mixers, and cooking utensils after each use. This rule also applies to equipment used to clean other food-contact surfaces.
- Sanitize wiping cloths during and in-between use so they will not be a source of cross-contamination. A wiping cloth that has been used to clean a surface where raw food has been prepared can easily carry bacteria to other areas, including to cooked food.

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ACTIVITY

Use Teaching Aids 4.1 and 4.1a, "The Difference Between Clean and Sanitary." This case study explores what one employee *didn't do* to properly sanitize equipment.

Heat and Chemicals

T E X T

Heat or chemicals can be used to reduce the number of bacteria to acceptable levels. This is also true for certain other harmful microorganisms.

VISUAL OR HANDOUT:

Use Teaching Aid 4.2, "Using the Heat Method to Sanitize Equipment."

T E X T

Heat sanitizing involves exposing equipment to high heat for an adequate length of time.

This may be done *manually* by immersing equipment into water maintained at a temperature of 171°F to 195°F for at least 30 seconds. In a *dishwashing machine*, a good rule of thumb is: wash at 150°F and rinse at 180°F. But remember, temperature may vary depending on the type of machine used.

For any method, it is important to check water temperature frequently. Thermometers and heat-sensitive tapes and labels are available for determining whether adequate sanitation temperatures have been achieved.

VISUAL OR HANDOUT:

Use Teaching Aid 4.3, "Using the Chemical Method to Sanitize Equipment."



T E X T :

Chemical sanitizing can be accomplished by immersing an object in, or wiping it down with, a bleach or sanitizing solution.



For bleach, use ½ ounce or 1 tablespoon of 5-percent bleach per gallon of water. For commercial products, follow the manufacturer's instructions.

Chemical sanitizers are regulated by the EPA, and manufacturers must follow strict labeling requirements about what concentrations to use, data on minimum effectiveness, and warnings of possible health hazards.

Chemical test strips are available for testing the strength of the sanitizing solution. Because sanitizing agents become less effective as they kill bacteria and are exposed to air, it is important to test the sanitizing solution frequently.

Sanitizing Smallware

VISUAL OR HANDOUT:

Use Teaching Aid 4.4, "Sanitizing Smallware."



To properly clean and sanitize smallware, you must have at a minimum a **sink** with *three separate compartments* for cleaning, rinsing, and sanitizing, **or a dishwasher**.

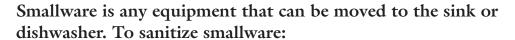


There should be a separate area for scraping and rinsing food and debris into a garbage container or disposer before washing, and separate drain boards for clean and soiled items.

VISUAL OR HANDOUT:

Use Teaching Aid 4.5, "Steps to Follow When Sanitizing Smallware."

T E X T



- 1. Clean and sanitize sinks and work surfaces that will be used for sanitizing smallware.
- 2. Scrape and rinse food into garbage or disposal. Pre-soak items, such as silverware, as necessary.
- 3. In the first sink, immerse the equipment in a clean detergent solution at 110°F. Use a brush or a cloth to loosen and remove any remaining visible soil.
- 4. Rinse in the second sink using clear, clean hot water to remove all traces of food, debris, and detergent.
- 5. Sanitize in the third sink by immersing items in hot water at 171°F for 30 seconds, or in a chemical sanitizing solution for the appropriate amount of time. Contact time varies with the type and strength of chemical solution. (For chemical sanitizing, use a test strip.) Be sure to cover all surfaces of the equipment with hot water or the sanitizing solution.
- 6. If soap suds disappear in the first compartment or remain in the second, if the water temperature cools, or if water in any compartment becomes dirty and cloudy, empty the compartment and refill it.
- 7. Air dry. Wiping can recontaminate equipment and can remove the sanitizing solution from the surfaces before it has finished working.
- 8. Make certain all equipment is dry before putting it into storage because moisture can foster bacterial growth.

Sanitizing In-Place Equipment

VISUAL OR HANDOUT:

Use Teaching Aid 4.6, "Sanitizing In-Place Equipment."

T E X T

Larger and immobile equipment should also be washed, rinsed, and sanitized.

Use the following procedure:

- 1. Unplug electrically powered equipment, such as meat slicers.
- 2. Remove fallen food particles and scraps.
- 3. Wash, rinse, and sanitize any removable parts using the manual immersion method described in Steps 3 through 5 on the previous page.
- 4. Wash the remaining food-contact surfaces and rinse with clean water. Wipe down with a chemical sanitizing solution mixed according to the manufacturer's directions.
- 5. Clean surfaces that do not come in contact with food using a clean wiping cloth. Allow all parts to air dry before reassembling. Clean the wiping cloth before and during use by rinsing it in sanitizing solution.
- 6. Re-sanitize the external food-contact surfaces of the parts that were handled during reassembling.
- 7. Scrub wooden surfaces, such as cutting boards, with a detergent solution and a stiff-bristled nylon brush, then rinse in clear, clean water, and wipe down with a sanitizing solution after every use.

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• Personal Rest

 $T \quad E \quad X \quad T \quad :$

Although we may be unaware of them, bacteria are present on our bodies. They're on our hands and in our hair, throats, and intestines. They're also on our clothing and on common items that we handle regularly, such as money, pens, and pencils.

These bacteria can easily spread to food. The personal hygiene, attire, and general good habits of food service workers play a crucial role in keeping these bacteria away from the food they prepare and serve.

ACTIVITY:

Use Teaching Aid 4.7, "Looking Good for Food Service." This is a case study.

Personal Hygiene

VISUAL OR HANDOUT:

Use Teaching Aid 4.8, "To Be Sanitary."

TEXT:

Good personal hygiene involves keeping our bodies clean and sanitary. This means:

- Bathing daily.
- Washing hair frequently. Oily, dirty hair can carry and hold huge numbers of bacteria.
- Keeping fingernails clean and trimmed. Long or ragged fingernails harbor bacteria and are difficult to keep sanitary. In addition, long or false fingernails can break off and fingernail polish can chip off into food.
- Treating and bandaging wounds and open sores. Cover bandages on the hands with waterproof, disposable, plastic gloves.
- Washing hands thoroughly following any activity through which they may have come in contact with bacteria.
- Washing hands before putting on gloves or changing into a new pair.
- Changing gloves frequently and as necessary.

Hand Washing

T E X T

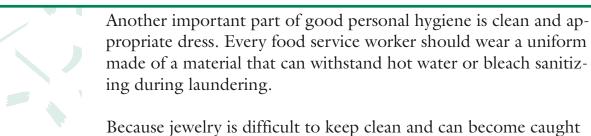
Hand washing is perhaps the most critical aspect of good personal hygiene in food service.

Workers should wash their hands with soap and warm water for 20 seconds. When working with food, they should wash gloved hands as often as bare hands.

VISUAL OR HANDOUT:

Use Teaching Aid 4.9, "Hand Washing."

Defensive Dress



Because jewelry is difficult to keep clean and can become caught in machinery or on sharp objects, food preparers should wear only a plain wedding band. Food service workers should wear minimal jewelry, if any, and should not wear dangling necklaces, pins, bracelets, earrings, or large ornate rings.

It's important to:

- Wear a clean, appropriate uniform. Change uniforms as often as necessary to prevent bacteria on soiled clothing from spreading to the hands and then to food.
- Wear a hair net or cap to keep hair and dandruff from falling into food.
- Wear comfortable, low-heeled, closed-toe shoes with soles that prevent slipping. These should not be canvas shoes because canvas may allow hot spills to seep through.



• Make sure a doormat or cleaning brush is available, so shoes can be cleaned before entering the kitchen.

Whenever handling food or surfaces that make contact with food, wearing gloves is an alternative to using a utensil. Wash hands before putting on gloves and when changing into a new pair. Change gloves frequently and as necessary.

VISUAL OR HANDOUT:

Use Teaching Aid 4.10, "Proper Personal Attire (Always)" and Teaching Aid 4.10a, "Proper Personal Attire (Never)."

no Place for Bad Habits

T E X T :

Even when we feel healthy, our bodies can be full of potentially harmful bacteria. *Staphylococci* abound on the hair and skin, in the mouth, throat and nose, and around boils, cuts, pimples, and burns.

Bad habits such as scratching the scalp, running fingers through the hair, or touching a pimple or open sore provide easy transport for bacteria onto food.

VISUAL OR HANDOUT:

Use Teaching Aid 4.11, "Bad Habits."

T E X T

While working with or near food, food service workers should avoid:

Coughing or sneezing into food or hands.

Scratching the head or fixing hair.

Touching clothes or skin.

Wiping the mouth or nose with fingers.

Smoking, chewing gum, or eating in non-designated areas.



They should also avoid:

Nibbling on food in food-preparation or service areas.

Failing to wash hands as needed.

Washing hands in sinks used to prepare foods.

Touching with bare hands the food-contact surfaces of glassware and tableware.

Tasting food with hands or spoons used for cooking.

And remember — *never* taste any food of animal origin when it's raw or being cooked!

• Outbreak!

T E X T :

Your worst nightmare is coming to life. Students who ate in your facility are reporting symptoms of foodborne illness.

How should you respond?

- 1. Keep your cool. Don't panic. Keep an "investigative" head. There are a lot of reasons the students may not be feeling well other than eating your food. Remaining calm will help you respond rationally and systematically to the situation, and may help keep everyone involved from overreacting.
- **2.** Talk to your supervisor immediately. To avoid panic and "sympathy symptoms," ask the principal and teacher not to discuss the problem with anyone except the school nurse.
- **3. Preserve the evidence.** You should keep samples of all potentially hazardous foods served in your facility in the refrigerator or freezer for 48 hours.



If possible, also save the container, wrapping, and any metal clips used on the original package to help you track down the vendor that supplied the food in question.

Wrap samples securely in a heavy plastic bag. Label them with contents and date, mark them "DO NOT USE," and store them where they will not be mistaken for edible food.

4. Gather information. Write down the name, homeroom number, teacher, address, and phone number of anyone who is experiencing symptoms.

Find out the date and time he or she ate the food prepared in (or by) your food operation. Also find out if anything tasted bad and what else that person ate besides your food. Determine what time those affected got sick and what symptoms they are experiencing.

Start tracing the handling of all items on the menu, in case there is indeed a foodborne illness:

What was on the menu?

Were there any potentially hazardous foods served such as egg salad, tuna salad, or ham instead of things like peanut butter?

Get the 48-hour sample you saved of all the potentially hazardous food and put it in a safe, refrigerated place in case you need it later.

How were the foods handled before and during preparation?

Check the temperature charts on the freezer and refrigerator that you keep as part of your sanitation program for any indication that you may have had a problem.



Ask staff how long the foods were in the preparation process. Were they prepared in small batches and then refrigerated quickly? Were all foods kept in the "temperature safety zone" during preparation?

5. Report your results. Report all the information you have gathered to your supervisor and principal, regardless of whether it is a good report or not.

If you have found a particular area that could have caused an illness, your supervisor and principal can be more alert to a potential problem.

If a problem is identified, you or your supervisor should report this to the local health department.

6. Secure treatment immediately. People with symptoms of foodborne illness should seek professional medical care immediately, particularly if symptoms are severe, or if the victim is quite young, pregnant, elderly, or has a chronic illness.

Keep in mind that it is important that victims drink liquids to replace fluids lost through any episodes of diarrhea or vomiting. However, be careful not to diagnose, interpret symptoms, or suggest treatments.

Take every report of possible foodborne illness seriously and follow the appropriate steps. It's better to be safe than sorry!

ACTIVITY:

Use Teaching Aid 4.12, "Field Trip Frenzy." This is a case study.

ACTIVITY

Use Teaching Aid 4.13, "Are Your Hands Really Clean?" This is a group activity.

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Teaching Aids To Use With Chapter 4: "Stopping Them in Their Tracks"

•	The Difference Between Clean and Sanitary	Teaching Aid 4.1 - 4.1a (Case Study)
•	Using the Heat Method to Sanitize Equipment	Teaching Aid 4.2
•	Using the Chemical Method to Sanitize Equipment	Teaching Aid 4.3
•	Sanitizing Smallware	Teaching Aid 4.4
•	Steps to Follow When Sanitizing Smallware	Teaching Aid 4.5
•	Sanitizing In-Place Equipment	Teaching Aid 4.6
•	Making It Clean, Sanitary, and Cool	Teaching Aid 4.6a
•	Looking Good for Food Service	Teaching Aid 4.7 - 4.7a (Case Study)
•	To Be Sanitary	Teaching Aid 4.8
•	Hand Washing	Teaching Aid 4.9
•	Proper Personal Attire (Always)	Teaching Aid 4.10
•	Proper Personal Attire (Never)	Teaching Aid 4.10a
•	Bad Habits	Teaching Aid 4.11
•	Field Trip Frenzy	Teaching Aid 4.12 - 4.12a & b (Case Study)
•	Are Your Hands Really Clean?	Teaching Aid 4.13 (Group Activity)

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Teaching Aid 4.1: "The Difference Between Clean and Sanitary"

(Instructions for Presenters)

This is a case study that illustrates the difference between clean and sanitary. Display Teaching Aid 4.1a and read the text out loud or ask a trainee to read it to the group. The text reads as follows:

"Edna, a substitute employee, was washing pots and pans. She was concerned about making a good first impression, so she made sure she had plenty of soap and scrubbed the equipment totally clean of food particles. She changed the wash water and the middle-rinse water to keep both looking clean. Then she went on to wash a knife and cutting board that had been used to chop ham for the salads."

Ask the trainees: "Did Edna do anything wrong?" Then lead a group discussion of the answer.

ANSWER:

Unfortunately, Edna didn't realize the importance of the final rinse water, and never tested to see if the sanitizing bleach was still effective. The knife and cutting board were clean, but they were not sanitary. An illness may be waiting to happen when the board or knife is used next time.

EMPHASIZE:

A dish or utensil may look clean, but it cannot be considered sanitary until bacteria and other harmful contaminants have been reduced to safe levels.

Teaching Aid 4.1 "The Difference Between
Clean and Sanitary"
(Instructions for
Presenters)

A Case Study: The Difference Between Clean and Sanitary

Edna, a substitute employee, was washing pots and pans. She was concerned about making a good first impression, so she made sure she had plenty of soap and scrubbed the equipment totally clean of food particles.

She changed the wash water and the middle rinse water to keep both looking clean. Then she went on to wash a knife and cutting board that had been used to chop ham for the salads.

Did Edna do anything wrong?

Teaching Aid 4.1a "The Difference Between
Clean and Sanitary"

Using the Heat Method to Sanitize Equipment

Immersion...

Immerse in water at 171° F to 195° F for at least 30 seconds.

Dishwashing Machine...

Wash at 150° F. Rinse at 180° F.

The temperature may vary depending on the <u>type</u> of dishwashing machine.

Teaching Aid 4.2 - "Using the Heat Method to Sanitize Equipment"

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Using the Chemical Method to Sanitize Equipment

Using Bleach...

Immerse or wipe down with a water solution that contains ¹/₂ ounce or 1 tablespoon of 5-percent bleach per gallon of water.

Using Sanitizer...

Immerse or wipe down with commercial sanitizing solution. Follow manufacturer's instructions carefully.

Teaching Aid 4.3 "Using the Chemical
Method to Sanitize
Equipment"

Sanitizing Smallware

1. Wash

2. Rinse

3. Sanitize



Teaching Aid 4.4 - "Sanitizing Smallware"

Steps to Follow When Sanitizing Smallware

- Clean and sanitize sinks and work surfaces that will be used for sanitizing smallware.
- Scrape and rinse food into garbage or disposal. Pre-soak items, such as silverware, as necessary. Then...

In the first sink, immerse and WASH the equipment in a clean detergent solution at 110°F. Use a brush or a cloth to loosen and remove any remaining visible soil.

In the second sink, RINSE using clear, clean hot water to remove all traces of food, debris, and detergent.

In the third sink, SANITIZE by immersing items in hot water at 171°F for 30 seconds, or in a chemical sanitizing solution for the appropriate amount of time. Contact time varies with the type and strength of chemical solution used. (For chemical sanitizing, use a test strip.) Be sure all surfaces of the equipment are covered with hot water or the sanitizing solution.

- While you wash, rinse, and sanitize... If soap suds disappear in the first compartment or remain in the second, the water temperature cools, or water in any compartment becomes dirty and cloudy, empty the compartment and refill it.
- Then air dry. Wiping can re-contaminate equipment and can remove the sanitizing solution from the surfaces before it has finished working.

Teaching Aid 4.5 - "Sanitizing Steps"

• And, finally, store. Make certain all equipment is dry before putting it into storage to avoid retaining moisture that fosters bacterial growth.

Sanitizing In-Place Equipment

- Unplug electrically powered equipment, such as meat slicers.
- Remove fallen food particles and scraps.
- Wash, rinse, and sanitize any removable parts using the manual immersion method.
- Wash the remaining food-contact surfaces and rinse with clean water. Wipe down with a chemical sanitizing solution mixed according to the manufacturer's directions.
- Clean surfaces that do not come in contact with food using a clean wiping cloth. Allow all parts to air dry before reassembling. Clean the wiping cloth before and during use by rinsing it in sanitizing solution.
- Re-sanitize the external food-contact surfaces of the parts that were handled when the equipment was reassembled.
- **Scrub wooden surfaces,** such as cutting boards, with a detergent solution and a stiff-bristled nylon brush. Then rinse in clear, clean water, and wipe down with a sanitizing solution after every use.

Teaching Aid 4.6 - "Sanitizing In-Place Equipment"

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Teaching Aid 4.6a: ""Making It Clean, Sanitary, and Cool""

This is a group activity and will allow trainees to *practice cleaning* and sanitizing. A milk cooler will be used because it is a piece of equipment commonly found in schools and can be conveniently used for this exercise. However, the procedures listed are those normally used for *food-contact* surfaces.

You will need:

- to have access to a kitchen
- cleaning cloths
- buckets for holding cleaning solutions
- sanitizing solutions
- dishwashing detergent

Here's what to do.

Take the trainees into the kitchen to an in-place piece of equipment such as a milk cooler. Ask the group to help clean and sanitize it using proper procedures.

First assign a trainee to prepare the sanitizing solution. Ask the other trainees to give directions on mixing it properly.

Teaching Aid 4.6a "Making It Clean,
Sanitary, and Cool"
(Instructions for
Presenters)

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Ask another trainee to prepare the soapy water and the rinse water.

Then ask another trainee to actually perform the task of cleaning and sanitizing based on the coaching of the group. The process should go like this:

- Empty the cooler, putting milk into proper storage such as a refrigerator.
- Unplug the cooler.
- Wipe out any debris.
- Wash all surfaces with soapy water including the thermometer.
- Rinse all surfaces with water to remove soap and any remaining debris.
- Sanitize all surfaces with the properly prepared sanitizing solution. Sanitize the thermometer.
- Put the thermometer back in to position.
- Plug in the cooler with enough time to allow it to cool to below 40°F before putting milk back in.

Teaching Aid 4.6a "Making It Clean,
Sanitary, and Cool"
(Instructions for
Presenters)

To Be Sanitary...

- Bathe daily.
- Wash hair frequently.
- Keep fingernails clean and trimmed.
- Treat and bandage wounds and open sores. In addition, cover bandages on hands with waterproof, disposable, single-use plastic gloves.
- Wash hands thoroughly after any activity through which they may have come in contact with bacteria.
- Wash hands before putting on gloves or changing into a new pair.
- Change gloves frequently and after any activity through which they may have come in contact with bacteria.

Teaching Aid 4.8 - "To Be Sanitary"

A Case Study: Looking Good for Food Service

Brenda is a food service worker who takes a great deal of care and pride in her appearance. She always tries to look pretty for the students and staff coming through the line.

She can't stand her dull uniform, so she wears colorful sweaters and blouses instead. She wears cute shoes and lots of festive necklaces and rings. She has a manicure every week, and her long nails are always impeccably polished.

Teaching Aid 4.7a "Looking Good for Food Service"
(Case Study)

Is Brenda a safe and sanitary food service worker?

To Be Sanitary...

- Bathe daily.
- Wash hair frequently.
- Keep fingernails clean and trimmed.
- Treat and bandage wounds and open sores. In addition, cover bandages on hands with waterproof, disposable, single-use plastic gloves.
- Wash hands thoroughly after any activity through which they may have come in contact with bacteria.
- Wash hands before putting on gloves or changing into a new pair.
- Change gloves frequently and after any activity through which they may have come in contact with bacteria.

Teaching Aid 4.8 - "To Be Sanitary"

Hand Washing

Be sure to wash hands with soap and warm water for at least 20 seconds:

- Upon reporting to work and after breaks.
- Whenever hands are soiled.
- After using handkerchief, visiting restroom, eating, using the phone, or smoking.
- After handling inventory.
- After handling raw food.
- After touching or scratching areas of the body, such as ears, mouth, nose, or hair.
- After clearing, scraping, or washing dirty plates or utensils.
- After removing trash and debris.
- After handling money on the cafeteria line.

Teaching Aid 4.9 - "Hand Washing"

Proper Personal Attire

The properly dressed food service worker ALWAYS has...

- Minimal or no jewelry
- Clean clothes or uniform
- Hair restraint
- Comfortable, low-heeled shoes, with non-slip soles

Proper Personal Attire

The properly dressed food service worker NEVER has...



Big jewelry



Soiled uniform



Unrestrained hair



Inappropriate shoes

Teaching Aid 4.10a - "Proper Personal Attire"

Rad Habits

- Coughing or sneezing into food.
- Scratching the head or fixing hair.
- Touching clothes or skin.
- Wiping the mouth or nose with fingers.
- Smoking, chewing gum, or eating in non-designated areas.
- Failing to wash hands as needed.
- Washing hands in sinks used to prepare foods.
- Touching the food-contact surface of glassware and tableware with bare hands.
- Tasting food with hands or the spoon used for cooking.
- Nibbling on food in food preparation or service area.

AND REMEMBER:

• Never taste any food of animal origin when it's raw or being cooked!

Teaching Aid 4.11 - "Bad Habits"



Teaching Aid 4.12: "Field Trip Frenzy""

(Instructions for Presenters)

This is a case study that illustrates the appropriate steps for responding to a possible outbreak of foodborne illness.

First...

Display or hand out Teaching Aid 4.12a and have a member of the class read the text out loud. The text reads as follows:

"Your worst nightmare is coming to life. The sixth-grade class went on a field trip, and your cafeteria furnished reimbursable lunches to students who ordered them. The lunches were packed and picked up that morning and put on the bus. The children ate lunch around noon.

"When the students returned to their classroom around 2 o'clock, a couple of them were complaining of nausea, headaches, and achy muscles. Wondering if this could have been caused by the lunch, the teacher tells the principal, who immediately comes to you."

Ask the trainees: "How would you respond?"

Then lead a group discussion of the answer.

ANSWER:

(1) **Keep your cool.** There are a lot of reasons the students may not be feeling well other than eating your lunch.

Teaching Aid 4.12 "Field Trip Frenzy"
(Instructions for Presenters)

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- (2) Talk to your supervisor immediately. To avoid panic and "sympathy symptoms," ask the principal and teacher not to discuss the problem with anyone except the school nurse.
- (3) Preserve the evidence. There should be samples of the potentially hazardous foods in question in the refrigerator or freezer. Label with contents and date and mark them: "DO NOT USE." Store them where they will not be mistaken for edible food.
- (4) Gather information. Write down the name, homeroom number, teacher, address, and phone number of each student who is experiencing symptoms.

Find out the date and time he or she ate, what that person ate besides the lunch, and if anything tasted bad. Determine what time the person got sick and what symptoms he or she is experiencing.

Start tracing the handling of the lunch items:

What was on the menu? Were there any potentially hazardous foods served such as egg salad, tuna salad, or ham instead of things like peanut butter?

How were the foods handled before and during the packing of the lunch? Were all foods kept in the "temperature safety zone" during preparation?

How was the lunch handled from the time it was on the bus to the time it was eaten? Were the foods packed in insulated containers designed to keep them below 40°F for the entire time until eaten?

(5) Report your results. Report all the information you have gathered to your supervisor and principal, regardless of

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whether it is a good report or not. If you have found a particular area that could have caused an illness, your supervisor and principal can be more alert to a potential problem.

In addition, if there were *more students who became ill* or a *problem was identified*, you or your supervisor should report this to the local health department.

(6) Secure treatment immediately. People with symptoms of foodborne illness should have professional medical care immediately, particularly if symptoms are severe, or the victim is quite young, pregnant, elderly, or has a chronic illness.

Keep in mind that it is important for victims to drink liquids to replace fluids lost through any episodes of diarrhea or vomiting. However, be careful not to diagnose, interpret symptoms, or suggest treatments.

Then discuss the OUTCOME:

Display or hand out Teaching Aid 4.12b, "Field Trip Frenzy Outcome." Read the text out loud or ask a trainee to read it to the group. The text reads as follows:

"As it turned out, there were no more reports of illness from the group of students, and the few who felt sick were better that evening. It was decided that the illness was a result of all the activity during the day.

"If it *had been* a foodborne illness, the manager would have had some very valuable information to help identify the illness and get prompt, proper treatment."

EMPHASIZE...

Take *every* report of possible foodborne illness seriously and follow the appropriate steps. It's better to be safe than sorry!

A Case Study: Field Trip Frenzy (Part 1)

Situation...

Your worst nightmare is coming to life. The sixth-grade class went on a field trip, and your cafeteria furnished reimbursable lunches to students who ordered them. The lunches were packed and picked up that morning and put on the bus. The children ate lunch around noon.

When the students returned to their classroom around 2 o'clock, a couple of them were complaining of nausea, headaches, and achy muscles. Wondering if this could have been caused by the lunch, the teacher tells the principal, who immediately comes to you.

Teaching Aid 4.12a - "Field Trip Frenzy" (Case Study - Part 1)

How would you respond?

A Case Study: Field Trip Frenzy (Part 2)

Outcome...

As it turned out, there were no more reports of illness from the group of students, and the few who felt sick were better that evening. It was decided that the illness was a result of all the activity during the day.

If it had been a foodborne illness, the manager would have had some very valuable information to help identify the illness and get prompt, proper treatment.

Teaching Aid 4.12b - "Field Trip Frenzy" (Case Study - Part 2)

Teaching Aid 4.13: the Your Hands Really Clean?" (Instructions for Day

This is a group activity. Use it to wrap up Chapter 4.

First, you'll need...

- Fluorescent substance
- Black light

One possible source for fluorescent substance and black light is: Glo-Germ Company, P.O. Box 537, Moab, Utah 84532. Telephone: 1-800-842-6622

Then, using these materials, show trainees the "invisible dirt" that may be hiding on their hands.

- 1. Have employees dip their hands in fluorescent substance.
- 2. Tell employees to wash their hands.
- 3. Have employees hold their hands under the black light.
- 4. Explain proper hand-washing technique.
- 5. Have employees wash their hands again, this time using the proper hand-washing technique.
- 6. Have employees once again hold their hands under the black light.

Teaching Aid 4.13 -"Are Your Hands Really Clean?" (Group Activity)

Discuss why hand washing is important.

